

COLLEGE OF BUSINESS ADMINISTRATION

**STRATEGIC DIVERSITY PLAN**

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DIVERSITY COMMITTEE

Chair: Jerry Koehler

Steve Bolten

Susan Cox

Ed Ford

Jim Hensel

Joni Jones

Sharon Lane

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## COBA STRATEGIC DIVERSITY PLAN

### I. Introduction

#### A. COBA Vision

COBA envisions a culture where there is a shared commitment to the common welfare, collaboration and respect for differences. We envision a community in which differences are understood and valued, where members are provided the opportunity to interact with trust, respect, openness, honesty, fairness, truth, forgiveness and care. We envision a community where the fullest inclusion of its members provides an opportunity for equal participation and all members embark on the path of commitment to authentic pluralism.

#### B. Review of the 1997 COBA Diversity Strategic Action Plan

##### 1. In 1997, COBA identified the following goals in their Strategic Diversity Plan:

- a. Insure an environment exists where discrimination against students, staff, and faculty does not occur.
- b. Increased representation of qualified minorities in undergraduate and graduate business programs.
- c. Increased representation of qualified minorities in underrepresented groups in academic teaching and administrative positions.
- d. Make a special attempt to increase minorities in underrepresented groups in our Ph.D. program so the demographics of the pool of scholars more closely represents that of the general population.

##### 2. Goal Assessment

Since 1997 COBA has increased the percentage of African American students each year. In the 1998-99 academic year, 6.3% of the student population was African American. In 2002-03 academic year, the African American student population was 8.15%. Very little progress was made relative to attracting American Indian students. In 1998-99 only 0.30% of the student population were American Indian students, while in the 2002-03 academic year it was only 0.44%. On the other hand, significant progress was made with Asian/Islander students. In 1998-99 academic year, 6.55% were Asian/Islander students, while in 2002-03 it increased to

8.34%. The number of Hispanic students in 1998-99 was 7.91% and increased in the 2002-03 academic year to 10.21%.

Each of the departments was asked to provide data to validate their efforts to increase diversity. The Department of Finance reported that since 1997 they were allowed to recruit for nine positions, including Sarasota/Manatee Campus and the Lakeland Campus. Two of these full time faculty positions were white males, one white female, two African American males, three Asian males and one Asian female.

The Department of Economics has had little opportunity to diversify their faculty since 1977 because there has been a reduction in the size of its faculty. In fact, there has been an adverse effect because one female of Hispanic origin left for another university position and her position has not been replaced.

The Department of Information Systems and Decision Sciences have recruited for twelve positions since 1997. Of these, one was an Hispanic male, four were Asian males, and four were white females, resulting in 75% of all positions filled since 1997 were either female or minority males.

The Department of Management and Organization since 1997 recruited for three full time positions. One position was filled by an African American male, one white female and one white male.

The School of Accountancy has recruited for 12 full-time faculty positions since 1997. Ten of these were on the Tampa campus: 6 white females, 3 white males and 1 Asian male. Two were hired by the Sarasota campus: 2 white males. The School has made little headway in hiring minority faculty. Offers have been made to an additional Hispanic female (assistant professor) and Asian male (full professor), but these offers were not accepted. The School continues to target minorities in the search process by advertising in minority-oriented journals, by sending letters directly to traditionally black colleges and universities, and by direct contact with students in The Ph.D. Project. We have been more successful in hiring female faculty in tenure-earning ranks. The School has hired an additional white female faculty member to begin Fall 2004.

The Marketing Department has recruited for nine positions since 1997. Of these nine, two were positions in Lakeland and two were positions in Sarasota. Of the total positions, seven were white males and two were white females.

### 3. COBA Faculty Demographics

The attached tables and charts compare College of Business Administration faculty demographics with those for USF faculty as a whole. The college trails the university in female faculty representation but is close to the university levels in the minority categories. USF faculty was 43% female in 2003 while COBA had 27% females. USF faculty had 5% African Americans and 4% Hispanics while the same categories for the college were just under 5% and 3% respectively. Asian/Islanders were represented equally in the USF and COBA faculties at 6%.

It is interesting to observe college trends in faculty representation over the last five years. The proportion of females has grown from 24% to 27%. Asian/Islanders have doubled from 3% to 6% and African American faculty are represented about the same today as five years ago.

Perhaps more important is the comparison of COBA faculty representation with the national availability in business administration. These data are available by rank and are shown in the accompanying table. At the instructor rank, the college has fewer African Americans than national availability but more Hispanics and females. Assistant professors show the college having more African Americans but fewer Hispanics and females. At the associate level, the college has more African Americans and Hispanics than the national norms but fewer females. Full professors in the college are underrepresented relative to availability in every category. Because the college generally hires at the assistant or associate level and then promotes to full, we expect those numbers at the full professor level will change as promotions and retirements occur.

#### **COBA Representation Relative to National Availability**

Rank/Demographic	Black	Hispanic	Female
Instructor	-	+	+
Assistant Professor	+	-	-
Associate Professor	+	+	-
Full Professor	-	-	-

A plus sign means COBA exceeds national norms; a minus sign means we are below national norms.

Given the relationship to national availability where females are underrepresented in three of four categories – associate, assistant and full – a goal of the college for faculty should be to recruit female faculty. This fall, the college has two new females joining the faculty – one in accounting and one in management.

#### 4. COBA Student Demographics

College of Business Administration student demographic statistics compare relatively well with the same statistics for USF as a whole. Non-resident aliens make up 4% of the students in COBA while they are 3% of the USF student population. Asian/Islanders are 8% of COBA while they are 5% of the general student population. Hispanics represent 10% of both USF and COBA students.

There are two areas where COBA is underrepresented relative to USF: African Americans and females. African Americans make up 8% of COBA students while they are 11% of the USF student population.

#### 5. COBA Undergraduate Student Graduation and Retention Rates

Overall, the college does an outstanding job in graduating and retaining students. Business students graduate at a rate of 75% after six years versus 56% for the university as a whole. The numbers are not entirely consistent because the college does not generally admit students until they have reached junior status while the university figures include FTIC's. But even comparing with the proportion of AA transfers to USF, the college numbers are very good.

COBA females graduate at the same rate as males (75%) while African Americans (70%), Hispanics (72%) and non-resident aliens (68%) graduate at somewhat lower rates than the college mean. Interestingly though, these numbers are still well above the university mean. Asian/Islands (78%) graduate at rates somewhat above the college mean.

The data for retention rates are much the same. The university as a whole retains (or graduates) 62% of its students after six years while the college retains 85%. Again, we find female and male retention rates to be virtually identical. Retention ratios for African Americans and Asian/Islanders are above those for the college, 85% and 90% respectively. The rate for Hispanics is the same as the college mean and non-resident aliens are below the college average at 69%.

We ignore the figures for American Indians here because the sample size is almost zero.

Our results in graduation and retention are largely attributed to our undergraduate advising office and to Sharon Lane who is the COBA representative for Project Thrust. The undergraduate advising office

works pro-actively with business majors to help them navigate their way through the business and university graduation requirements. Although understaffed, they are very professional and very effective. Sharon Lane works with COBA minority students to help them deal with these same problems. Additionally, Sharon sponsors the college Corporate Mentor Program for COBA minority students. It places each participant with an executive in the business community who works in an area of the student's major. These mentors meet the students on a regular basis to help prepare them for a place in the business world. In the process, the mentors also become more; they become friends and confidants to the students.

6. COBA Masters' Degrees Awarded

During the five academic years from 1998-99 through 2002-03, 1629 masters' degrees were awarded. Of those graduates, 42% were female and 58% were male. There was considerable diversity among the population of graduates with some 27% potentially classified as 'diverse.' Among that group, 11% were non-resident aliens, 4% African American, 5% Asian/Islanders and 7% Hispanic.

7. COBA Doctoral Degrees Awarded

In the academic years from 1999-2000 through 2003-2004, 20 doctoral degrees were awarded. Five, or 25% were female and fifteen, 75%, were male. Of the 20, 20% were non-resident aliens, 20% were African American and 5% were Asian-Islanders.

C. A Comparison of COBA 1997 and 2004 Faculty/Staff Perceptions of Diversity Issues

To assess the effects of the 1997 COBA Diversity Strategic Action Plan, the task force decided to include in their 2004 survey the same questions that were asked in the 1995 survey. Below is a summary of comparisons of results obtained between the two surveys.

**Question 1: Diversity is an important goal to my department.**

39% of the respondents in the 1995 survey agreed that diversity is an important goal in their department, while 74% in the 2004 survey either strongly agreed or agreed that diversity is an important goal in their department.

**Question 2: My department has strategies to attract women.**

47.6% of those surveyed in the 1995 survey agreed that the department had strategies to attract women, while 63% either agreed or strongly

agreed in the 2004 survey that the department had strategies to attract women.

**Question 3: Women are well-represented in my department as faculty members.**

42.9% of the respondents in the 1995 survey agreed that women are well represented in their department's faculty. In the 2004 survey, 74% agreed or strongly agreed that women are well represented in their department.

**Question 4: My department has strategies to attract minority faculty.**

42% of the 1995 respondents agreed that their department had strategies to attract minority faculty while 62% of the respondents in the 2004 survey agreed or strongly agreed that their department had strategies to attract minority faculty.

**Question 5: My department has strategies to attract minority students.**

39% of the respondents in the 1995 survey agreed that their department had strategies to attract minority students, while 45% of the respondents in the 2004 survey strongly agreed that the department had strategies to attract minority students.

**Question 6: My department has a diverse student population.**

50% of the respondents in the 1995 survey agreed that their department had a diverse student population, while 85% of the respondents in the 2004 survey agreed that their department had a diverse student population.

**Question 7: My department has a diverse staff.**

34% of the respondents in the 1995 survey agreed that their department had a diverse staff, while 76% in the 2004 survey agreed or strongly agreed that their department had a diverse staff.

**Question 8: My department includes a position on diversity in their mission statement.**

19% of the respondents in the 1995 survey agreed that their department's mission statement included a position on diversity, while only 20% of the respondents in the 2004 survey agreed that their department included a position on diversity on their mission statement.

**Question 9: Overall, my department accepts diversity in each of these areas:**

a. Minorities.

65% of the respondents in the 1995 survey indicated their department accepts minorities, while 92% of the respondents in the 2004 survey indicated their department accepts minorities.

b. Women.

68% of the respondents in the 1995 survey agreed that their department accepts women while 90% of the respondents in the 2004 survey agreed that their department accepts women.

c. Disabled Persons.

55.5% of the respondents in the 1995 survey agreed their department accepts a disabled person, while 73% of the respondents in the 2004 survey agreed or strongly agreed that their department accepted disabled people.

**Question 10: Please mark all efforts and strategies that your department has engaged in in order to hire or retain minority and women faculty.**

a. Advertising.

63% of the respondents in the 1995 survey indicated yes, while 60% of the respondents in the 2004 survey indicated yes.

b. Calls/personal contacts.

61% of the respondents in the 1995 survey indicated yes, while 52% of the respondents in the 2004 survey indicated yes.

c. Sending women participants to “women in minority” conferences.

32% of the respondents in the 1995 survey indicated yes, while 31% of the respondents in the 2004 survey indicated yes.

d. Paying a premium in recruiting women and minorities.

Less than 2% of the respondents in the 1997 survey indicated yes, while 31% of the respondents in the 2004 survey indicated yes.

e. Mentoring.

23% of the respondents in the 1995 survey indicated yes, while 39% of the respondents in the 2004 survey indicated yes.

**Question 11: Are there any other activities that your department has engaged in in the past 3-5 years in order to promote diversity in your department?**

a. Conducted/participated in diversity or culture sensitive workshops.

17% of the respondents in the 1995 survey indicated yes, while only 16% of the respondents in the 2004 survey indicated yes.

b. Discussion among faculty.

61% of the respondents in the 1995 survey indicated yes, while 70% of the respondents in the 2004 survey indicated yes.

c. An agenda item at a called department meeting.

36% of the respondents in the 1995 survey indicated yes, while 70% of the respondents in the 2004 survey indicated yes.

d. Curriculum changes.

17% of the respondents in the 1995 survey indicated yes, while 20% of the respondents in the 2004 survey indicated yes.

e. Contacted other programs/universities to see what they were doing to promote diversity.

14% of the respondents in the 1995 survey indicated yes, while 14% of the respondents in the 2004 survey indicated yes.

f. Included faculty efforts in the promotion of diversity as a component of faculty evaluations.

5% of the respondents in the 1995 survey indicated yes, while less than 1% of the respondents in the 2004 survey indicated yes.

#### D. COBA SWOT Analysis

The Diversity Task Force identified COBA strengths, weaknesses, opportunities and threats by evaluating information obtained from respondents to our 2004 faculty/staff survey. From information obtained from department chairs that individually provided their SWOT analysis, and from a SWOT analysis conducted by the task force.

##### 1. Strengths

a. Location in a large and diverse metropolitan area.

b. Hiring plans include strategies to attract a diverse population.

c. Substantial diversity in the COBA's Ph.D. program.

d. Strong record of hiring women and other minorities over the past 7 years.

e. Provide an excellent environment for attracting and the retention of a diverse faculty.

f. Faculty utilizes the KPMG Foundation Ph.D. Project to locate minority doctoral students as possible applicants for the doctoral program.

g. Faculty maintain contact over 15 minority higher education institutions.

2. Weaknesses

- a. The recruiting environment for African American faculty applicants is highly competitive.
- b. Retention of female faculty is difficult because they are in great demand nationally.
- c. Not able to recruit well-qualified members who are female, Hispanic and Native American primarily because COBA is sometimes unable to offer competitive salaries.
- d. Little faculty research is directed toward diversity issues.

3. Opportunities

- a. Create more dialogue at formal and informal departmental meetings on diversity.
- b. To reach out to prospective students through participation in various organizations that encourage diversity in the local community.
- c. To increase competitive wage scales to attract a diversified faculty.
- d. Faculty members can mentor women and minorities.

4. Threats

- a. The inability to provide significant raises to women and minority faculty will make it difficult to retain them.
- b. Other universities become more proactive in their attempts to attract women and minority faculty away from USF.
- c. Lack of new positions will not allow COBA to recruit a more diversified faculty.
- d. The supply of qualified minority and under-represented faculty members.
- e. Lack of a sense of urgency in the college to make diversity a top priority.

E. COBA Compelling Factors for Diversity

1. Changing demographics of the work force and student population.
2. Demands from employers and students for improved approaches to utilizing diversity.
3. Growing needs and demands from faculty, staff, and students to improve approaches to building diversity.
4. Comply with regulatory and legal requirements.
5. Retain the most qualified faculty and staff of all backgrounds, thus becoming the top employer of choice for faculty and staff.
6. To facilitate COBA's continued transformation into a college that values diversity and seeks to enhance and incorporate diversity into its research, teaching, service and community.

F. COBA Environmental Scan

The purpose of our environmental scan was to determine the internal cultural factors that support or hinder the implementation of strategic diversity goals in the college.

1. Support
  - a. Diverse faculty structure/environment.
  - b. Women and minority faculty/staff serve as role models.
  - c. Dean of the college is extremely supportive of diversity goals.
  - d. Faculty continually support and pursue diversity goals in the classroom.
  - e. Department chairs consider diversity a high priority.
  - f. A continual message that diversity is taken seriously in the college.
  - g. Academic quality and commitment to community.

2. Hindrances

- a. Lack of funding for new faculty positions.
- b. Lack of qualified active pool for faculty/staff positions.
- c. Lack of recognition to faculty/staff for contributions made towards the advancement of diversity.
- d. Lack of faculty/staff understanding of the importance of being the first choice of those seeking a creative and an innovative environment characterized by openness and built on mutual respect and recognition of the strength that results from an inclusive student body, faculty and staff.

G. COBA Gap Analysis

Results from COBA's 2004 survey on diversity, reports from department chairs, and discussions with college leadership, the task force identified the following gaps between where the college currently is and where the college wants to be:

1. Strategies to attract women and underrepresented faculty and staff.
2. Financial resources to attract minority faculty/staff.
3. Mentoring for minorities.
4. Discussions of minority issues at department meetings.
5. Curriculum changes to include discussions of diversity issues.
6. Faculty/staff annual evaluations including diversity as a component.
7. Diversity workshops and programs.
8. Recruiting a diversified student population.
9. Department accountability for achieving diversity.
10. Faculty diversity.

## II. COBA CLEAR Goals

- A. Climate goal: Institute systematic climate of inclusiveness initiatives directed toward welcoming and retaining under-represented and multicultural students, faculty and staff.
- B. Leadership goal: Leadership that encourages and fosters a climate to enhance diversity within the college.
- C. Excellence goal: Institute curricular and research initiatives that acquaint the faculty with diverse learning styles and strategies for effective instruction in multi-cultural classrooms as well as provide students with the skills and orientation to function effectively in multi-cultural workplaces and social environments, including the classroom and faculty research.
- D. Access goal: Reduce disparities in enrollment, retention, and graduation rates as well as in faculty and staff.
- E. Representation goal: Foster greater diversity perspectives and backgrounds among students, faculty and staff.

## III. COBA CLEAR Measurable Objectives

### A. Climate Objective

1. To formally assess the diversity climate for students, faculty and staff.
2. To review curriculum to insure that students are exposed to a variety of cultures and international perspectives.
3. To insure that all students, regardless of their backgrounds, are treated with respect, honesty and cooperation.
4. To develop a mentorship program in the college that assists incoming faculty in confronting a variety of professional, social, and personal challenges.
5. To foster a continual open dialogue on diversity themes and issues.

### B. Leadership Objectives

1. To communicate COBA's strategies for recruiting and retaining under-represented and multicultural groups.
2. To seek additional funding required to achieve diversity goals.

3. To include a position on diversity in its mission statement.
4. To encourage diversifying group membership and participation in COBA external advisory councils, task forces and programs to ensure that the broadest range of ideas are considered.
5. To insure that the composition of search committees reflect diversity.
6. To provide a detailed assessment of diversity initiatives in strategic plan updates.

C. Excellence Objectives

1. To encourage faculty to pursue research opportunities that address diversity issues.
2. To encourage faculty to incorporate diversity themes into curriculum, where appropriate, and become more sensitive to cultural differences in the classroom.
3. To seek grants and other forms of support for increased efforts in the areas of student retention, advising, counseling and placement.

D. Access Objectives

1. To increase resources to attract and recruit students, faculty and staff from under-represented and multicultural groups.
2. To develop strategies to attract, identify and provide information about the advantages of a degree in business to under-represented and multicultural students who have been accepted to the university but not declared business as their area of interest.
3. To develop programs to advance diversity with our business partners.
4. To develop partnerships with local high schools and community colleges to attract and recruit under-represented and multicultural students.
5. To review and communicate COBA's effectiveness regarding current retention initiatives.

#### E. Representation Objectives

1. To continue proactively to seek and retain a faculty that includes under-represented and multicultural groups.
2. To recruit undergraduate and graduate students who reflect global diversity.
3. To maintain high involvement in The Ph.D. Project to recruit under-represented and multicultural doctoral students.
4. To review and communicate COBA's effectiveness regarding current enrollment, graduation rates, retention rates and initiatives.
5. To become more involved and proactively seek students associated with the McNair Scholarship.

#### IV. COBA Improvement Targets

The task force utilized data gathered from surveys and reports to identify the following improvement targets (specific CLEAR desirable outcomes):

##### A. COBA Climate Improvement Targets

1. COBA Diversity Committee annually conducts online student, faculty and staff climate survey.
2. COBA Diversity Committee reviews curriculum to assess student exposure to a variety of cultures and international perspectives.
3. COBA Diversity Committee facilitates focus groups to assess climate inclusiveness dimensions, including respect, honesty and cooperation.
4. COBA Dean and Chairs develop and implement mentorship program for incoming faculty and staff to facilitate their acceptance (feeling of belongingness) and success.
5. COBA administration, along with the Diversity Committee and input from faculty and staff sponsor and support programs addressing diversity themes and issues.

B. COBA Leadership Improvement Targets

1. COBA Dean and Chairs clearly enunciate and implement strategies for recruiting and retaining under-represented and multicultural groups.
2. COBA Dean and Chairs identify sources of funding and seek additional funding to achieve COBA diversity goals.
3. COBA Dean and Diversity Committee develop COBA's position on diversity and include it in COBA's mission statement.
4. COBA Dean and Chairs insure that under-represented and multicultural groups are represented on advisory councils, task forces and committees.
5. COBA Dean provides a detailed assessment of diversity goals and initiatives in strategic plan updates.

C. COBA Excellence Improvement Targets

1. COBA Faculty are rewarded for research and publications on diversity themes and issues.
2. COBA Faculty receive support for summer research projects addressing diversity topics.
3. College-wide diversity seminars and workshops emphasizing cultural differences in the classroom.
4. Financial support, including grants for increased efforts in student recruitment, retention, advising, counseling, and placement.

D. COBA Access Improvement Targets

1. Provide resources to communicate COBA's commitment and receptivity to under-represented and multicultural groups.
2. Partner with high schools and community colleges to attract and recruit under-represented and multicultural students.
3. Communicate benefits of a degree in business administration to under-represented and multicultural USF undergraduate students who have not declared business as an area of interest.

4. Partner with business organizations to provide internships for under-represented and multicultural students.
5. Partner with business organizations to sponsor programs on diversity themes and issues.
6. COBA Diversity Committee will review enrollment, graduation rates and retention rates, advising Dean and Department Chairs of disparities.

E. COBA Representation Improvement Targets

1. Dean, Chairs and Diversity Committee identify publications where advertising for faculty and staff positions will be the most productive in attracting under-represented and multicultural candidates.
2. Publicize (brochures, emails, website, advertisements) COBA's commitment to recruiting under-represented and multicultural undergraduate and graduate students.
3. Representative of COBA will attend and actively participate in The Ph.D. Project.
4. COBA actively pursues placing a COBA representative on McNair Board of Directors.

V. COBA Resources Required to Achieve 2004 Strategic Diversity Goals

1. New faculty and staff positions.
2. Monetary resources to advertise COBA programs directed at recruiting underrepresented and multicultural groups.
3. Monetary resources to compete with other universities for qualified underrepresented and multicultural groups, including females.
4. Monetary resources to sponsor colloquiums to address diversity issues.
5. Grant support for research related to diversity themes and issues.
6. Monetary resources for increased efforts in advising, counseling and placing under-represented and multicultural students.
7. Monetary resources to recruit under-represented and multicultural students.

8. Monetary resources to increase efforts in the retention of under-represented and multicultural students.
9. Monetary resources to offer programs with our business partners for underrepresented and multicultural groups.
10. Human Resources to write COBA's mission statement that includes its position on diversity issues within the college.
11. Human Resources for mentoring underrepresented and multicultural students, faculty and staff.
12. Human Resources for addressing curriculum diversity issues.
13. Human Resources to sponsor seminars and discussions designed to promote diversity.
14. Human Resources for faculty and staff to participate in underrepresented and multicultural group conferences.
15. Human Resources to insure diverse representation on COBA advisory councils.
16. Human Resources to insure diverse representation on search committees.
17. Human Resources to develop recruiting information packets that display COBA's commitment to diversity.
18. Human Resources to develop a framework for assessing student learning outcomes associated with diversity skills and international competence requirements.
19. Human Resources to review all position descriptions so they accurately reflect criteria required to work within a diverse population.
20. Human Resources to develop and provide a list of resources for understanding diversity issues and when advertising new positions.
21. Human Resources to develop a mentorship program in the College that assists incoming faculty and staff in confronting a variety of professional, social and personal challenges.

VI. COBA Strategic Plan Timeline (Action Plan)

A. In the 2004-05 academic year, COBA is planning on taking the following actions:

1. Develop online student, faculty and staff climate survey.
2. Develop process for reviewing curriculum to assess student exposure to a variety of cultures and international perspectives.
3. Design mentorship for incoming faculty and staff.
4. Develop strategies for recruiting under-represented and multicultural students, faculty and staff.
5. Develop mission statement to include position on diversity.
6. Develop partnerships with business organizations to sponsor programs on diversity themes and issues.
7. Representatives of COBA will attend and actively participate in The Ph.D. Project and the McNair Scholarship.

B. In the 2005-06 academic year, COBA plans on taking the following actions:

1. Conduct online student, faculty and staff climate survey.
2. Implement mentorship program.
3. Pilot a diversity seminar.
4. Implement strategies for recruiting under-represented and multicultural groups.
5. Communicate mission that includes position on diversity.
6. Develop partnership with high schools and community colleges to attract and recruit under-represented and multicultural students.
7. Create strategy and plan to recruit under-represented and multicultural undergraduate USF students who have not declared business as an area of interest.
8. Develop partnerships with business organizations to provide internships for under-represented and multicultural students.

9. Pilot programs on diversity themes and issues with COBA business partners.
  10. Continue to actively participate in The Ph.D. Project and the McNair Scholarship.
- C. In the 2006-07 academic year, COBA plans on taking the following actions:
1. Continue mentorship program.
  2. Sponsor a college-wide diversity seminar.
  3. Faculty recognized for research and publications on diversity issues.
  4. Implement plan to recruit under-represented and multicultural USF students who have not declared business as an area of interest.
  5. Offer programs on diversity themes and issues with COBA business partners.
  6. COBA representative on the McNair Board of Directors.
- D. In the 2007-08 academic year, COBA plans on taking the following actions:
1. Continue and assess effectiveness of mentorship program.
  2. Lectures and discussions on diversity issues.
  3. Continue mentorship program.
  4. Measure results of recruiting, retention, advising, and placement of under-represented and multicultural students.
  5. Review results of recruiting under-represented and multicultural USF students who have not declared business as an area of interest.
  6. Continue to offer programs on diversity themes and issues to COBA business partners.
- E. In the 2008-09 academic year, COBA plans on taking the following actions:
1. Continue mentorship program.

2. Continue to identify sources and seek funding to achieve diversity goals.
3. Continue to implement and refine plan to recruit under-represented and multicultural USF undergraduate students who have not declared business as an area of interest.
4. Continue to provide business internships to organizations with under-represented and multicultural students.
5. Continue to offer programs on diversity themes and issues to COBA business partners.
6. Continue to actively participate on The Ph.D. Project and the McNair Scholarship.

## VII. COBA Evaluation Process and Sustainability Initiatives to Achieve Diversity

The process for evaluating the outcomes of COBA's 2004 Strategic Diversity Plan are as follows:

COBA administration will annually assess the progress and changes made towards reaching COBA diversity goals.

COBA's college diversity committee will annually prepare and disseminate a report on progress towards achieving diversity goals.

COBA's college executive council will review the diversity committee report and recommend actions, if necessary to fulfill the college's diversity commitment.

Sustainability of the 2004 Strategic Diversity Plan will be achieved by a constant vigil of the administration, faculty and staff.

Recognition of those who advance diversity in the college and the college's commitment to diversity.

## VIII. Dissemination

The college will disseminate its 2004 Strategic Diversity Plan as follows:

- A. Disseminate and discuss detailed information regarding COBA's diversity goals and initiatives with new and existing faculty and staff.
- B. Disseminate faculty handbook outlining faculty responsibilities in fulfilling the college's commitment to diversity.
- C. Disseminate specific information on the college's commitment to diversity through student information packets, student orientation programs and in the classroom.

- D. Disseminate and discuss detailed information regarding COBA's diversity initiatives with college councils who represent the community.
- E. Disseminate and discuss COBA's 2004 Strategic Diversity Plan with potential recruits and newly hired faculty and staff.

7/19/2004